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## THE UNASSIGNED TEACHER IN THE SCHOOLS<sup>1</sup>

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F. E. SPAULDING, PH.D.

Superintendent of Schools, Newton, Mass.

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A teacher unassigned, as the term implies, is a teacher without a regular class. She is not without regular and definite duties, however. She helps the teachers in the building in which she is stationed to do what they would be unable to do alone.

The day's work of an unassigned teacher may be something like this. For the first half-hour in the morning there comes to her room—the unassigned teacher ought always to have a room of her own—a little group of a half-dozen children from a third grade. The third-grade teacher has selected these children because they are all having difficulty, beyond that experienced by their classmates, with some process in arithmetic, perhaps it is multiplication or division. The unassigned teacher has previously been informed as fully as possible concerning the condition and needs of these children. The half-hour is spent in discovering still more accurately the peculiar difficulties of each one, and in giving each just the assistance and practice which he requires. This work is individual so far as need be; at the same time the group can usually work together advantageously.

At the end of the half-hour these children return to their class, and a group of children come from the seventh grade; perhaps there are only four in this group. They are not having unusual difficulty with any subject. Quite the contrary; they need more work and more difficult work than their class as a whole is capable of. Yet they are not fitted to pass at once successfully into the class next above theirs. The unassigned teacher prepares them for this long advance step. She takes them through the essentials which separate the work of their present class from that of the class which they are preparing to enter. Today, and perhaps for several days, the work is in arithmetic. Other days it will be history, or geography, or grammar.

<sup>1</sup> Read before the New England Association of Colleges and Preparatory Schools, Cambridge, Mass., September 26, 1906.

When the period is over, these children give place to a group from a fourth grade. The members of this group are neither having unusual difficulties nor are they capable of more than their classmates. They are temporarily behind the work of their class. There has been an epidemic of measles in their room, and they have been kept out for several weeks on account of illness or exposure. The unassigned teacher's work with these will be similar in purpose to that with the last group; she will take them rapidly over the essentials covered by the class during their enforced absence.

The unassigned teacher's fourth period is occupied with a full division, perhaps twenty pupils, of children of the fifth grade. They come from a large class composed of two grades, the fourth and the fifth. To relieve the regular teacher of some of her many recitations, the unassigned teacher takes the work in arithmetic with the fifth-grade division.

The fifth period is devoted to a single child. He does not belong to any grade, judged by the evidences of ability which he shows when assigned to any definite task. So he probably comes from a class in which he is not too conspicuous on account of his size. The unassigned teacher tries patiently to determine just what the serious obstacles to the child's advancement are. He may have to be sent to a special class for defectives. Possibly, with sufficient individual attention, he can work into some regular class.

Thus, the unassigned teacher's day is filled full and more than full. I need not account for the remaining periods individually. There are more groups of children working for special advancement; there are more getting special help which will enable them to catch up, or to keep up, with their classmates; there are more peculiar children, children whose abilities are unusually difficult to discover and to enlist in the work of the school.

Each group continues to go to the unassigned teacher at regular intervals, usually daily, until the purpose for which they were sent has been accomplished; sometimes this requires but a few days, in other cases it takes weeks. The original group may

change its personnel from time to time, by receiving new members, and by discharging old ones, who have ceased to need special attention.

Such is a brief description of the obvious work of the unassigned teacher, as she is employed in the elementary schools of Newton. At present there is one such teacher stationed in each of the larger buildings, and in some of the smaller ones in which the needs are especially urgent. It is the purpose to increase the number of these teachers as circumstances permit.

In the high school there are now two unassigned teachers. Their work subserves ends similar to those indicated in describing the function of these teachers in the lower schools. There are always pupils who need more help, or a different kind of help, than the regular instructor is able to give. It is the needs of individuals, whatever they may be, which are not adequately met in the class, and which the regular instructor has not time to meet fully out of class, which occupy the unassigned teacher, be she in the high school or in the elementary school.

In a word, the unassigned teacher is at once a general and a special assistant in the work of the school. As such, granted the need of her services, she is an important member of the teaching corps. As we have considered it thus far, however, there appears nothing sufficiently peculiar or significant in her work to warrant the prominent place on your programme which you have given this topic.

But our description of the rôle of the unassigned teacher has been quite superficial; it has touched only such aspects of her work as any observant layman could readily see. In reality, the position is one of far greater importance and much wider-reaching influence than has yet appeared. But we can fully appreciate it only as we comprehend the profound effects of certain conditions of organization and certain ideals of achievement, which dominate the practice and so determine the product of the public schools. To these conditions and ideals, and to their influence, I must now invite your attention. And I make no apology for giving the elementary schools the most prominent place in this discussion, even before this audience; for in the elementary school

we shall find the origin or the preparation of most of the weaknesses and shortcomings observed in the student of high school or college. And in the elementary school we must begin to apply the remedy, if we would hope for a satisfactory product at the end of the school or college career.

Perhaps it is unnecessary to say that while, in considering directly the function of the unassigned teacher, I have in mind the position as it exists in the Newton schools, I do not refer especially to those schools, in the discussion which is immediately to follow; the reference is to public schools in general, as I have known them in several states and in many places. I may add also, once for all, that many marked individual exceptions to the general conditions and practices which I shall describe have come within my experience. But for these exceptions I should hardly feel the confidence I entertain in the feasibility of unlimited improvement in the work of the American public school.

The people are always critical of the raw product of school or college; teachers, too, from kindergarten to university, are no less critical—once each year. Some voice their protestations, and some are silent; but no teacher ever found the entering class in September quite satisfactorily taught and trained. The primary teacher not infrequently thinks she would rather receive pupils with no previous school training than take the product of the kindergarten. The high-school teacher finds the grammar-school graduate possessed of more or less information on a variety of subjects, but with little real command of that information, with little independent ability to use it effectively in getting further information, whether by observation or by the use of books. The college professor finds the freshman, at best, well filled with the subjects required for admission, but poorly prepared to grapple independently and in a profitable manner with what he considers really serious college work. The college graduate enters the postgraduate or professional school, and there at last, in seminar or in laboratory, he must begin to learn how to study, to observe, to think, to reason independently.

The burden of all this ascending chain of annual criticism is this: Pupils do not know how to work; they do not know how

to study; they do not know how to use books; they cannot read; they cannot direct and control themselves, nor can they follow directions intelligently. The great autumn task of every teacher is to break in his new pupils; to show them how to do things; to teach them to take directions, and to train them in self-control. Gradually criticism gives way to a growing satisfaction until, by June, we find these same teachers as proud of the result of their instructions as they were critical, ten months earlier, of the work of others.

Was the criticism, then, unjust? Or is the pride unwarranted? Neither, wholly, I think. The pupils in September were unable to satisfy reasonable expectations regarding habits and power of work and study and self-direction; but long before June they have learned to respond to the peculiar requirements of their new instructors—something quite different, though, from a marked growth in independence and self-control. The real explanation and the reconciliation of these alternating stages of criticism and of commendation, through which the normally advancing pupil has to pass periodically, involves a fundamental and characteristic weakness of our school work from beginning to end.

The primary aim of our schools, however contrary the theories or ideals which we cherish may be, the real end toward which the organization, the administration, and the methods of instruction and training tend; is not the production of students who know how to work independently; who know from experience what real study is, who are able to use intelligently even the textbooks which they handle for months or years; who can observe and think and reason with confidence within the sphere of their normal capacity; it is rather the teaching to all alike of a prescribed amount of fact and rule and principle of the various subjects of the curriculum. But little demand is made upon the pupil's active powers of observation, of comparison, of inference, and of judgment; he is required to make but little use of the knowledge, which he is supposed to possess, in the interpretation and acquisition of more; his constructive imagination receives little exercise: the constant appeal is to memory and imitation; the uniform requirement is obedience and conformity. In short, the

child's receptive and passive functions are made to occupy the schoolroom stage almost exclusively.

I do not forget our "modern methods" and their appeal to the pupil's interest; I do not forget our modern text- and reference books, their variety and their attractiveness; I do not forget our modern school apparatus and material of all kinds, that serve to vivify the deadeast subject: all these—methods, books, apparatus—have quite transformed the typical school of our fathers. A space of irksome restraint bounded by four bare walls has been made into a beautiful room filled with a life of gentle and agreeable busyness. Pupils are no longer vigorously compelled to do what they do not want to do; they are no longer forced to refrain from doing what they do want to do: the school day is so filled with pleasant passivity that aggressive activity, whether for good or ill, has little chance.

Why do not our pupils become more independent, more thoughtful, more capable of self-direction in matters of the schoolroom, shall we ask? The simple answer is that we do not require it; we do not even permit it. Instead of a graded course of training in self-direction and independence, growing more and more difficult, making larger and larger demands on these powers of the pupil, we have almost the reverse. Unquestionably, the kindergarten and the primary grades do more to develop this side of the child's nature than any period of equal length throughout his school career. In these first years the child learns to adapt himself to the régime and the routine of the schoolroom; he learns a certain minimum use of books and other apparatus; he masters the mechanics of reading. All this discipline is of the highest value to the child; it is educational in the best sense; it requires for a time the full exercise of the child's active powers of observation and of self-direction. But after this elementary adjustment is once complete, the pupil is made to face few problems which adequately tax his active powers; and we search in vain for any conscious and persistent effort to train the pupil systematically, progressively, and unceasingly, day after day and year after year, into the power

and the habit of independent work, in the art of study and the real use of books. The meager acquirements of the first three or four years of school life, with relatively slight additions and modifications from time to time, are made to do service for the whole subsequent school career; while the powers that were exercised in gaining these acquirements are allowed henceforth to lie dormant or to atrophy.

I anticipate the disagreement of some, perhaps of many; and I hasten to admit that I can offer no conclusive proof of these statements. Indeed, they are scarcely susceptible of proof at all; they are based on direct observation—observation extending over many years and embracing the work of hundreds of schoolrooms. I will merely call to your notice, chiefly for the sake of concrete illustration of the conditions which I have described in general terms, two or three facts which doubtless most of you can verify from your own observations, if not from your own experiences.

After a few months in a well-taught first grade, the pupil is able to find his lesson from the page announced by the teacher. How much more command of his book has the eighth- or ninth-grade pupil—I leave it to you to set the limit still higher, if you choose? He has gained facility and accuracy, of course, in finding the desired page; but no advance has been made in the real use of the book which is at all commensurate with the seven or eight years which separate the older from the younger pupil. Why not? Simply because through all those years almost the only requirement in the use of the book has been to find the assignment by page and chapter.

Again, when the lessons are found, the eighth-grade pupil studies in precisely the same manner as the first-grade pupil—he simply reads the lesson over and over. Why do those seven years show no advance in the art of real study, in the power of quick and intelligent analysis and grasp of the thought symbolized on the printed page? Simply because no adequate instruction, no progressive training and practice, has been given in that priceless art during all those years. Lessons have been assigned by chapter and page day after day and year after year; those lessons have been studied day after day and year after year in the manner



indicated, and they have been recited in due order and with more or less completeness and accuracy, from beginning to end.

Most reasonably good schools give effective instruction in the elements of reading, so that children learn how to read in two years, sometimes in one; but it is hard to find a school in which reading is really taught continuously and progressively throughout the course, although much time is given to the subject. Children read, usually every day, for eight or nine years; but after the first two or three, comparatively little progress is made. The chief gain is in facility in doing what they learned to do in the first two years; and the more facile the exercise becomes, the more passive becomes the pupil. Our schools show too little practical comprehension of the important truth which Carlyle uttered, when he said: "All that a university or the final highest school can do for us is still what the first school began doing—teach us to read."

But there is not time, nor is it appropriate to my theme, to dwell longer on these common characteristics of the public schools which I have pointed out rather summarily. You all recognize and deplore the helplessness of the average product of these schools. You may not all, however, attribute that helplessness, as largely as I do, to the one-sided training which the schools give. A phenomenally successful teacher of young men in a New England college, whose subjects are philosophy and psychology, has been accustomed for many years to devote one or more lectures in his course for seniors to the art of study and methods of work. Well do I remember the single lecture on that subject which he gave his class eighteen years ago. He began with an apology for devoting the time of even one recitation to that theme; yet his students of that day were unanimous in their judgment that the lecture was the most profitable one of the year, and I, for one, have never since thought otherwise. So I read a few days ago, with no little surprise, these words by that beloved professor. He writes: "I have had students completely carried away by my lectures on methods of work in the fall term, and declare that 'if they had only known that freshman year it would have made such a difference with them,' and yet in three months' time the entire effect had passed away, and they would do only

what I forced them to do by actual drill. I am confident, therefore," the professor concludes, "that the earlier education of the student must be wholly by imitation, which should be more or less blind."

With the profoundest respect, I express the conviction that the professor's conclusion finds little justification in the real nature of normal boys and young men. He has mistaken for a natural characteristic, quite excusably for one in his position with his experience of mistrained students, what is chiefly the effect of many years' unbalanced and inadequate training and instruction; and this brief quotation makes him appear hardly to appreciate that learning to work intelligently requires, and is richly worth, years of progressive practice and tuition.

Those of you who are persuaded that the common and generally admitted weakness of the graduates of our schools is largely a product of instruction and training, or rather the lack of it, and not wholly a natural limitation to be overcome, if at all, only by long practical experience, are invited to examine with me now the underlying causes which are responsible for the characteristic work of the schools, as it has just been described. Let us, for once, not fly cravenly to the almost universal refuge of educational reformers of all kinds and degrees, and declare solemnly and impressively that it "all comes back to the teacher and the teacher's personality;" that truth has, doubtless, been very fruitful, but as commonly used today it is absolutely sterile, serving only as a convenient resting-place for all real thought or activity. In the present matter the teacher is the slave, usually unconscious, of circumstances largely beyond her control, even when recognized. She is under threefold bondage: the bondage of a condition, the bondage of an ideal, and the bondage of a fact.

The condition is the nearly universal system of grading and promoting pupils. The ideal is mere knowledge as the chief and almost the sole end of all teaching and learning. The fact is that the teacher herself has been educated under these conditions and professionally trained, if at all, to perpetuate them. Let us examine briefly the nature and the effect of each of these bonds; they are the chief fundamental causes which we are seeking.

The typical and prevalent system of grading and promotion determines that any given group of pupils who chance to start their school life together shall advance together throughout the elementary-school course, each learning the same amount of the same things, in the same way and in the same time, as all the others. Whether the promotion periods are annual, as is usually the case in New England, or semiannual, or even more frequent, the effect of the system is the same so long as the advancement is made by classes. This plan, unmodified, does violence to the very essence of personality, unlikeness, as we all recognize whenever we consider children as real living individuals, and not merely as one type of units in our school system. Striking as their physical differences are, these do not compare with the mental and moral differences which they exhibit to the open and unprejudiced eye. The evils of unadjustable school furniture, which are pretty generally recognized, are trifling compared with the evils of an unadjustable system of instruction.

Many earnest and more or less successful efforts have been made in different places—New England has been extremely conservative in this matter—designed to adapt the system better to the needs of individuals. Some of those who realize the unnatural uniformity of the usual plan appear to be most impressed, however, with one of its minor, almost incidental defects; they make spectacular exhibits of figures purporting to show the grand total number of years lost by the children of a community in passing through the school course—a number which sometimes proves to be larger than the total number of years actually consumed. But far more serious than the loss of time, which, without exaggeration, is considerable, is the loss in quality of work, in character of effort. A single typical illustration will make this evident.

A sixth-grade teacher has a class of forty or fifty children. They represent all degrees and kinds of natural ability. There are the quick and the slow, the bright and the dull, the strong and the weak, the thoughtful and the thoughtless, the careful and the careless, the patient plodders and the brilliant triflers; there are those representing all combinations of these characteristics, and many more.

Their attention, measured in terms of knowledge which the

school up to this time has labored to impart, are hardly less diverse. There are those of quick perception and retentive memory who have absorbed, with scarcely an effort, all that has thus far been put before them; there are those who have been laboriously "prepared for promotion" at the end of every school year. Do you know what preparing pupils for promotion means? It means equipping them for the occasion with the mere appearance of knowledge and understanding to a degree sufficient to allay in a measure the conscientious scruples of the teacher responsible for the pupils' advancement; this is a highly variable standard, but in application it never results in any satisfactory measure of usable knowledge or power on the part of the pupil. And between these extremes, those with an easily absorbed knowledge of all previous work and those with no sure grasp of even the elements of the subjects gone over, there are those representing many degrees and kinds of acquirement.

The time in the year has arrived when our sixth-grade teacher must take up a new topic in arithmetic, if she is to cover the year's assignment in the allotted time. Perhaps that topic is percentage. What shall the teacher do? How shall she present the subject, or what course shall she pursue that will result in the mastery of the meaning and the process by each diverse pupil in her class? The mere statement of the problem in this way shows the practical impossibility of solving it. And the teacher, wisely under the circumstances, wastes no time in attempting it. This is not the problem, indeed, which is most urgently pressing upon her; she is not teaching individuals, but a class. Her problem is to teach the class so much of that subject as will satisfy the requirements of the school; there will be little opportunity for attention to individuals until toward the end of the year when certain ones must be "prepared for promotion." Perhaps the problem as now stated appears to you even more impossible of solution than before; perhaps you cannot conceive how a class can be taught without teaching the individual members of it.

But the teacher has a way of solving this class problem—a way which she has learned at the normal school and by experience. This is the course she pursues. She "develops" the subject before the class; she redevelops it; she works out on the

blackboard, step by step, accompanying her work with such explanations as she thinks her "class" may understand, easy typical examples. After more or less talk about these examples, the class is given a trial at a few problems as easy and as nearly like the models as they can be made. Some are able to follow the model and "do" these problems, many are not; so, more models are worked out on the board, and another trial is made. This trial will perhaps produce a somewhat larger number of correct papers; but the chances are that more model examples must be solved on the board, and further trials given. At last most of the class are ready to go ahead. This going-ahead process consists in solving each day a set of carefully selected problems, growing gradually a little harder; that is, involving larger and larger quantities and departing more and more from the models. This work may go on fairly smoothly for a time, interrupted occasionally by the working and explanation of new models, as the departure from the originals becomes too great for some of the pupils, until one day, through a simple test given by someone who was inconsiderate enough not to inquire about the models that had been used, or through the inadvertent assignment by the teacher herself of some problems not readily twisted into "model" form, the teacher becomes aware that few of her class have any real understanding of the subject at all. If there is time, she turns back with a sigh and redevelops it all over again as before. This kind of work continues until the moment arrives when the class must take up another topic.

Do not think for an instant that I am censuring the teacher; she is rather deserving of commendation for working out the wisest course open to her, under all the circumstances.

But let us look at the matter from the pupil's standpoint, that we may see the more clearly just how he has been affected by the process described. And here we must follow the lead of the teacher and consider the pupils by classes; there is no time to take them individually. What may be called the extremes will best serve our purpose of illustration: those pupils, on the one hand, who get things easily and who have a good knowledge, measured by school standards, of the previous work of the course; and, on the other hand, the dull and the slow, who have

no sure grasp of what has gone before. Both these classes of pupils have suffered, and suffered in the same way.

The first class have not worked; have not exercised their powers of comprehension; have not grappled actively with a new subject, or rather a new phase of an old subject, and mastered it, as they were quite capable of doing, simply because they did not have to do this—because, indeed, there was no opportunity to do it; everything was developed, and explained, and modeled, until there was no chance left them to do aught but passively imitate.

The second class, the slow and the dull, have not really worked, although they may have had a very hard and disagreeable time; they have not exercised their powers of comprehension, such as they are; they have not grappled actively with the subject, mainly because they were incapable of it. They had never been prepared to take up this subject; the only preparation they had ever known was that “for promotion;” they had not the foundation, the simple fundamental ideas, necessary to a comprehension of it; they might have been profitably and actively engaged in learning how to add and to subtract, possibly to multiply and to divide, intelligently and accurately.

The experience of these classes in this exercise is typical of the elementary-school history of a large portion of pupils who go to the high school and beyond. Is it any wonder that they grow up to manhood and womanhood, even, without learning how to work, how to study intelligently?

But we must turn for a moment to consider the second and the third bonds which go so far to determine the character of school-teaching. I have referred to the bondage of the ideal that knowledge is the chief and almost sole end of teaching and learning. I am fully aware that this is not the predominant ideal eloquently advocated by educational speakers; nor is it, perhaps, the ideal that the majority of the rank and file of teachers think they are working to realize. But I am convinced beyond a doubt that an impartial examination of our schools—their organization, their curricula, their methods, their work—will prove overwhelmingly that the ideal knowledge is practically more potent than all others combined.

The colleges, I believe, are currently credited with much influence in emphasizing and perpetuating this ideal, if not in establishing it. Their influence is generally thought to be exerted chiefly through their admission requirements. I am not sure but that they exert a much larger influence in this direction through their graduates, who become teachers or school officials. Who ever knew a college graduate, man or woman, fresh from a regular college course, without professional training, into whose head had ever seriously entered the thought that teaching school could mean anything else than teaching certain subjects?

But I have no quarrel with this ideal of knowledge, intelligently understood and worked out. In fact, I am inclined to think that, so far as the school in our present organization of society is concerned, this ideal ought to be dominant—not to the degree of virtual exclusiveness, though. But its practical influence in the schools at present—due largely, perhaps, to its intimate combination with an unadjustable system of grading and promotion—is deplorable. We have already noted sufficiently the character of its influence in the typical exercise which was just described. The bondage of the fact that the great body of our teachers have themselves been educated under such conditions as exist today is twofold in its might. It has afforded them only the passive, unbalanced training which we now deprecate; and in the process it has made these conditions to seem necessary, the very indispensable foundations of education itself. The teacher's later professional training, if she has received any, has been calculated to rationalize and to justify those conditions, and to fit her to perpetuate them. All this, coupled with the characteristic conservatism and predominant receptive tendencies of the female sex, who practically monopolize the elementary field of education in this part of the country, renders this third bond altogether the strongest of all. From it, indeed, the two others derive most of their power.

But the hope of escape, or even of slight relief, from this threefold bondage is the worthiest stimulus of practical thought and effort offered by the educational world today. Out of such thought and effort in Newton has grown the position of unas-

signed teacher. And we are now able to appreciate what that position really means.

To relieve teaching from the bondage which we have described, it is necessary, first, to make it practicable for teachers and pupils to do the kind and the quality of work demanded. This means, for one thing, such modification of the system of grading and promotion as will make it possible—nay, necessary—for each individual pupil to work as hard, as actively, and as independently and to advance as rapidly, as his sound and well-balanced development requires. It means, equally, a modification which will insure that no pupil be dragged suddenly and kept perpetually beyond his depth in the ocean of knowledge, but that each one, by his own active efforts, build a stable foundation on which he can advance and rise securely, if ever so slowly. Without going into details, we may simply say that such modification of the system of grading and promoting is taking with us the form of more frequent class promotions and of easily effected group and individual promotions, to the end that in the class work to which numbers compel the regular teacher to devote herself very largely, those of approximately like attainments may be working together. The part which the unassigned teacher plays in effecting this result we described briefly, but sufficiently, at the opening of this paper.

When it has thus been made measurably practicable to give pupils the kind and amount of instruction and training desired, there still remains the great task of emphasizing and making clear the rights and needs of individuals. In this the unassigned teacher is of no little assistance. She assists, not only directly in the work which she does herself with individuals, but even more indirectly. Her very existence and occupation make it necessary for each regular teacher in the building at least to consider constantly and discriminatingly the needs of her individual pupils, that she may select wisely those whom she will send to the unassigned teacher for help. The immediate relief thus afforded the regular teacher, and the further relief afforded by closer grading, makes it possible for her to give herself much attention to her pupils as individuals, even though their number is large.



A further indirect and not unimportant result of the employment of unassigned teachers is anticipated. Our experience thus far—which, indeed, has not been very extensive—leads us to seek for unassigned teachers in the elementary schools the most promising graduates of the normal schools, who have done little or no regular class work. These seem to adapt themselves to the requirements of the position much more readily and fully than do teachers of long experience. This fact alone suggests the character as well as the effect on herself of the habitual work which the regular class teacher does. It is our practice to transfer the unassigned teacher to regular class work after one year's service, and to fill her place with another of like character and inexperience. I do not overlook the constant drawback to the development and perfection of the work of the unassigned teacher which this practice necessarily entails; it means a constant loss of valuable experience in the position. But I am of the opinion that this loss is more than counterbalanced, in the present condition of our teaching corps, by the influence, which is of just the character we so much need, of these young teachers entering the teaching ranks here and there, full of enthusiasm and profiting in some degree at least by even a brief period of experience with individual boys and girls.

Such is the position of the unassigned teacher; such is the meaning and significance of her work. Important as that position and that work is, the unassigned teacher is merely one factor in the efforts that are being made in one little city to work out a great practical problem of unlimited moment. The unassigned teacher is not indispensable to the solution of this problem. There are other ways and better ways to solve it. But the plans we are just now working out, involving the employment of unassigned teachers, appear to be the most expedient for us at present. So even in Newton, the unassigned teacher is quite probably a passing phenomenon. But the great problem whose attempted solution called her into being—and this is my apology, if any is needed, for devoting so much of my address to the character and the conditions of that problem, and so little directly to the work of this teacher—that great problem we have with us everywhere and for all time.